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ABSTRACT

In order to implement a cooperative career exploration program for Grade 9, a group of 50 Grade 9 students was interviewed concerning their self awareness with respect to vocational interests and planning. A lack of vocational knowledge indicated a need for career education programs. A 1-month pre-pilot program for six Grade 9 students was successful. A cooperative career exploration pilot program will be implemented in the fall of 1972 for 20 Grade 9 students which will include weekly field observations of business leaders who will serve as occupational models. Group discussions relating to these experiences will be held concurrently in class on a 3 day per week basis. The program curriculum is appended separately. Although originally proposed for 10th graders, the program was designed for the 9th grade student, who must choose his high school curriculum. (AG)

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RESEARCH AND CURRICULUM DEVELOPMENT FOR AN EXPLORATORY WORK EXPERIENCE PROGRAM 10th GRADE

FINAL REPORT

Heidi J. Crosier
Bloomfield High School
Bloomfield, Connecticut

June 30, 1972

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

PREFACE

The following people and groups of people deserve credit for their contributions of time, talent, interest and support.

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SUMMARY

Informal talks and standard interviews with Junior High School students revealed that most students--

--have an incredibly limited store of knowledge about career opportunities in today's ever-changing world of work.

--have not had the opportunity to test and develop any occupational interests they may have.

--often make premature and perhaps unrealistic educational plans and career choices because they do not know what their options are.

--very often do not see the relationship between their academic courses of study and future job opportunities.

--often are strongly influenced by unrealistic goals set by parents, educators, and society in general.

--have not developed realistic self-concepts with regard to individual abilities and aptitudes.

--have too little background knowledge about themselves and the world of work to be able to make even tentative career plans.

Perhaps educators cannot "teach" young people to make decisions, and they certainly should not make their decisions for them, but why can't educators just give these future workers the tools necessary to be able to make the decisions by themselves? Give them the background they need. Let them explore and discover.

The Cooperative Career EXploration Program Curriculum, included in this report, will be implemented in the fall of 1972 for six weeks for twenty ninth grade students, and is designed to help students gain the tools necessary for decision-making. It should be emphasized that occupational exploration provides a model for decision-making, not necessarily the decision itself. Each student makes two visits a week to the business community to observe people engaged in occupations

Summary cont.

in which he is interested. The remaining three days each week will be spent in the classroom, sharing, supporting, and developing the first-hand knowledge gained in these observations.

The Greater Hartford business community has responded very favorably to the proposed program. Six young people involved in an experimental four week program in May were accepted enthusiastically by employers wherever they went to observe. The same young people gained a great deal from the short pre-pilot program. On the basis of general research and the success of the experimental program we recommend that the Cooperative Career Exploration Program be seriously considered a necessary part of the Junior High School program.

GOALS AND OBJECTIVES

Students planning their high school or college curricula are often unaware that there is a relationship between the academic courses they take and their future roles in the world of work until they are faced with the problem of getting a job and do not have the required skills and knowledge. Career planning is a foreign phrase to most of our students. The most frequent response to the suggestion that they begin to plan is as follows:

> "How do I know what I want to be when I don't know what there is to be?"

> " Even if I knew what there is to be , which I don't, how would I know if I liked it if I didn't try it?"

Counseling psychologists tell us that exploration is a very important step in career development. How much of an opportunity is a young person given to explore his occupational interests by observing a person in the field or actually trying it out for himself? Specialization of jobs has made it very difficult for anyone to be very familiar with the world of work. These students need help to explore and understand the world of work and their own roles in that world of work.

The Cooperative Career Exploration Program has been developed to help students gain the necessary decision-making skills for career planning. It should be understood that occupational exploration provides a model for decision-making, not necessarily the decision itself.

The objectives for Career Exploration are as follows:

1. To help the students develop an integrated picture of himself, including his interests, abilities, and values.

2. To help the student understand that he may change and develop and that he must adapt to those changes.

3. To acquaint the student with the many faceted world of work.

4. To acquaint the student with the many changes taking place in the world of work, and how these changes may affect his plans.

5. To acquaint the student with the factors to be considered in making career selections.

6. To relate to the student the relationships between academic choice and future job opportunities.

7. To assist the student in pre-planning his curriculum to meet his educational goals.

8. To help the student understand that career planning is necessary.

9. To help the student understand that career planning is his own responsibility.

10. To inform parents and school personnel about Career Education and its goals.

METHODS AND RESULTS

Research and Inventories

The first three weeks of the project were spent in general research only. A bibliography of some of the references consulted can be found in Appendix 1. I visited many other Connecticut school systems to learn about their existing Career Education programs. And I attended numerous conferences for counselors on Career Education.

Surveys were taken of the printed occupational information available in the Bloomfield High School Library and the Junior High School Library and Guidance Office. The results of those inventories are in Appendix 2. Some materials were ordered to supplement this stock, others have been recommended (Appendix 3) for purchase. Evaluation of these materials was based on the National Vocational Guidance Association's "Guidelines for Preparing and Evaluating Occupational Materials" found in the NVGA's catalogue of Current Career Information, 1969 Edition.

The librarians at the Junior High have noted that students generally do not use the occupational information available to them unless requested to do so. The up-to-date Chronicle Guidance Occupational Briefs are kept in the guidance director's office and, according to him, are not used as much as they could be. Mr. Zalaski, however, may attempt to remedy that situation by conducting small classes this coming fall in which the students will become familiar with the sources of occupational information available to them. Mr. Zalaski has attended many conferences held periodically by Dr. Saul Dulberg of the State Department of Education and has purchased a number of guides for curriculum development in Career Education which have been recommended by the conference participants for Guidance personnel

Inventories cont.

interested in developing Career Education programs.

Most of the guidance personnel agree that a library stocked full of occupational literature is more trouble than it is worth. Much of the printed material in the libraries becomes obsolete quite quickly and some sources give much more information than the students find necessary. It is important that the students have access to a few up=to-date and complete sources of occupational information such as the Occupational Outlook Handbook, the Dictionary of Occupational Titles, and the Chronicle Guidance Occupational Briefs (or Science Research Associates which are quite similar). When material of a more specific nature is requested by a student the counselor should refer him to a standard bibliography of occupational literature after he has exhausted the sources cited by the Occupational Outlook Handbook and the Chronicle Guidance Briefs. The student himself should accept the responsibility of writing for further information. References recommended for the counselors such as manpower information sources and bibliographies are listed in Appendix 3.

Interview

The original proposal states that the Cooperative Career Exploration Program will be implemented for 10th graders in the fall of 1972 for a 6-week period. The student in the 9th grade, however, must decide what curriculum he will be taking at the high school level, and even if he will attend public high school or a private college preparatory or vocational technical school In view of this the original proposal was changed to allow for implementation of the Career Exploration Program at the 9th grade level in hopes that it would help them make their educational plans realistically and intelligently.

-5-

Interview cont.

A Vocational Planning Interview was developed and administered to a group of fifty 9th graders who, in the estimation of the Junior High counselors, were representative of the total population of the9th grade. I administered the interview to each student individually and obtained the necessary test scores from the counselors. The Interview helped to determine clues to the answers of the following questions:

1. Do the students have specific occupational interests?

2. What criteria did they use to determine their occupational interests?

3. Do they have a good understanding of the responsibilities of a person of their occupational choice?

4. Do they know the educational and training requirements?

5. Are they planning their high school curricula wih these goals in mind?

6. Do their parents help them in their career planning?

7. Do they know where to go for occupational information and help in career planning?

8. Do they have realistic concepts of their own scholastic abilities and achievements? (Students were asked to estimate their levels of ability and achievement on a scale from poor to superior. Their self-estimates were compared with test scores from the Kuhlmann-Anderson and Stanford Achievement Tests

VOCATIONAL PLANNING INTERVIEW

Name_____Age____ Grade_____

Achievement Score _____

(This score is the average of all scores on the Stanford Achievement Test.)

Verbal Score _____

(This score is the verbal score of the Kuhlmann-Anderson Test.)

Quantitative Score _____

(This is the quantitative score of the Kuhlmann-Anderson Test.)

How would you rate yourself on level of achievement?

a.) Superior
b.) Above Average
c.) Average
d.) Below Average
e.) Low

How would you rate yourself on level of verbal ability?

a.) Superior
b.) Above Average
c.) Average
d.) Below Average

How would you rate yourself on level of quantitative ability?

a.) Superior
b.) Above Average
c.) Average
d.) Below Average

Mother's Occupation _____

Father's Occupation _____

1. Is finding an occupation important to you? If so, why?
2. Have you had any work experience?
3. What occupations have you thought about entering?

V.P.I. cont.

A. _____
B. _____
C. _____

4. Why would you want to become a (A)?
5. Why would you want to become a (B)?
6. Why would you want to become a (C)?
7. What does (A) do at work?
8. How much education is required to become (A)?
9. Where did you get your information?
10. Is your choice of high school subjects good for your first choice?
11. IS your choice of high school subjects good for any other occupational choice?
12. What do your parents want you to do?
13. Where could you find out about different occupations?

Interview cont.

to determine how accurate the self-estimates were. Some of the fifty 9th graders did not have test scores in all the areas---verbal ability, quantitative ability, and achievement level. The results of their interviews were not used in the study. The test scores, self-estimates, and occupational interests of the remaining forty-one students are reproduced in Table I (Appendix 4). The scale used to convert numerical scores to general levels, low to superior, can also be found in Table I.

9. Are their abilities commensurate with their occupational interests?

On the basis of the results of the interview certain general conclusions can be drawn.

--All of the students felt that finding an occupation was important to them and half of them had more than one occupational interest. Only 7% had no idea what occuption or field they might like to enter.

--General interests and values seemed to determine occupational choice for the young people. Most of them did not mention ability as a reason for a particular choice.

--Even though two thirds of the students thought that their high school subjects might be good background for their first choice, only half of them had even a vague idea of what specific training or education was required to become their first occupational choice.

---The majority of parents are encouraging the students

Interview cont.

to go on to college, with or without any understanding of how higher education relates specifically to occupational training.

--About half of the students gained information about their occupational choices through their own personal reading or from people within the field. Most of the rest of them felt that theirs was general knowledge. A few had spoken with their guidance counselors about specific occupational interests. None of them were really sure about where to find sources of printed occupational information . Almost half of them suggested guidance counselors and the library as possible resources, but they were not sure.

---The majority of the students did not correctly estimate their verbal and quantitative abilities. For the most part they under-rated their verbal ability and over-rated their quantitative ability.

--70% of the students had scores below the 41st percentile for the Stanford Achievement Test. Of that group one half recognized that their achievement level was low. Most of the students who recognized that they were low achievers were interested in occupations with minimum requirements of two to three years of college-type training.

--Half of the remaining students (whose scores were above the 41st percentile) correctly estimated their achievement level. They were interested in occupations that require more than four years of college.

Interview cont.

Half of the entire group of students, then, correctly estimated their own achievement levels. Even though they were realistic about their achievement level they may not be entirely realistic about their occupational goals. Perhaps a young person with low scores could become a registered nurse, but shouldn't he be given the opportunity to oxplore licensed practical nursing as a valuable occupation and then be able to make a realistic choice? Perhaps a young person with average scores could become a successful lawter, but shouldn't he be able to explore the entire field of law and government and understand that the lawyer is not the only important person in the field?

The majority of the students interviewed did not know the training and educational requirements for their particular occupational choices so it could be assumed that the students whose aspirations may have out-distanced their abilities simply did not understand that there would be so much schooling involved for their occupational choices. At the same time, they are not aware of the entire range of occupational possibilities in their fields of interest so perhaps they have chosen the only occupations they are familiar with within the fields of their interest. Finally, perhaps the students do not recognize the relationship between their scholastic achievement and occupational training and therefore do not consider the fact that low scholastic records may limit opportunities for the extensive higher education required for some of their occup-ational choices.

In general then, the majority of students have little knowledge of the world of work and the preparation needed to become a functioning member of the society of workers. They have not been adequately prepared to determine their own

Interview cont.

educational plans in relation to general occupational goals. They are not even fully aware of their own potential abilities which is a prequisite for determining where they might fit in the world of work.

For these reasons Career Education Programs are being developed in schools all over the country. Educators have suggested that programs concentrate on Career Awareness first, developing a general understanding of the world of work and emphasizing the dignity of all work. As the child progresses through school he learns that certain occupations are related to each other and are grouped into clusters such as Health, Fine Arts, Environment, etc. He begins to explore his own interests and by the time he is in Junior High he is really ready to explore the occupations of his choice within those clusters.

The Bloomfield Cooperative Career Exploration Program allows the 9th graders to do just that—explore their occupatinnal interests. Since Bloomfield does not have a Career Education program in the lower grades the students presently in the 9th grade have not been introduced to the world of work before this. Their attitudes toward work and toward their roles in the world of work have, for the most part, already been formed. Many of these attitudes are not healthy. For example, many of the young people interviewed have been encouraged to go on to college because the person with a college degree is supposed to be more "successful". When a young person has grown up thinking that he will be successful only if he attends college and becomes a professional person, he may feel like quite a failure if he cannot attain that level. Most of the students with whom I have talked who are not going on to college are very hesitant to admit that they will not continue their education.

Interview cont.

And what about the students who will attend college? Do they still think that a college degree will open all the doors for them? How many of today's B.A. Generalists are unemployed or grossly under-employed?

There are many myths settled in the minds of these young people which may be difficult to dispel. Obviously the students would benefit a great deal more from a Career Education program if they had developed "healthy" attitudes towards 'things vocational" and "things academic" (Dr. Sidney Marland) in the early years of school. Career Education is an on-going process. It starts when a child is very young and continues forever. One cannot "teach" Career Education in a 6-week course period, and yet, 6 weeks of career exploration can give a student some of those marvelous decision-making tools so necessary for further exploration and discovery.

Community Resources

With the cooperation of the Bloomfield Chamber of Commerce a letter was drafted (Appendix 5) and sent to all the members of the Chamber asking their support and cooperation for a proposed Career Education Program which would be called the Bloomfield Cooperative Career Exploration Program. Only twelve companies responded to this initial letter, each pledging a maximum of 12 observation posts for the students during the six-week program. The program required that each student make two visits each week for six weeks. Only one student would go at one time to a particular company unless special permission was given by the employer to have more than one student. The student would visit the same company twice in a week, observing two different workers, or he would visit two different companies in a week.

Many employers were confused by the scheduling of visits, thinking that all twenty students in the program would descend upon them for two days each week. Another letter was sent to many of the business, industrial, institutional and governmental concerns in the Greater Hartford area (Appendix 6). The response was quite good. Personal visits have been made to almost each interested concern and at this time we have a total of thirty-three cooperating concerns (Appendix 7). All of the businessmen recognized the need for Career Education. Some even suggested that an exchange program be established for educators and businessmen.

A number of Bloomfield residents who had previously offered their services to the school system as the result of a letter sent by the Board of Education, were contacted to ask their cooperation for the Cooperative Career Exploration

Resources cont.

Program. Many of them responded favorably (Appendix 8).

PRE-PILOT PROGRAM

The need was great and the response from the business community and students so favorable that plans were begun to develop the curriculum for the fall pilot program. Trying to develop a new program in Career Education is like building an igloo with ice cubes. The pattern of objectives has been established, but the ways and means to implement the ideas are inadequate at this stage of development. In order to discover some successful methods for conveying the objectives, the suggestions and reactions of six young people in the 9th grade at Bloomfield Junior High School were gathered in an experimental pre-pilot program which ran for four weeks in May.

Classes and observations were scheduled for three days a week during the last part of the school day so that the time period for discussions could be extended without interferring with the students' other classes. Six students were selected from a group of seven students who met the following criteria:

1. Each student had to have two free periods out of the three possible periods scheduled for the pre-pilot program.
2. As much as possible the students in the program had to be representative of all levels of ability and achievement.
3. As much as possible there was to be an equal distribution of students of either sex and race.
4. After the program was explained to seven students who met the preceding qualifications, they were asked if they wanted to participate. Six of them were willing.
5. After receiving permission from their parents and teachers these six students became the Cooperative Career Exploration Program guinea pigs for a month.

Vocational Planning Interview Pre-Test (Appendix 9)

A revised Vocational Planning Interview was administered

Pre and Post-Tests Cont.

individually to five out of the six young people before and after the short experimental course. The following general conclusions may be drawn froma comparison of the tests.

--For the most part the students were not realistic about their abilities and achievements. The post-test did show, however, that half of their estimates had changed and that half of these changes were much more realistic. More self-concept development should be emphasized for the fall program.

--All of the students had a good idea of what work responsibilities a person engaged in the occupation of their choice would have and what preparation was needed. Before the program none of them had even a pretty good idea about the daily duties, educational and training requirements neceasary for their own choices. Visiting the workers in their work environments was perhaps the best part of the program. It was during these visits that the students gained the knowledge they now have about the world of work.

--Before the program most of the students were not sure whether or not their high school courses were good background for their occupational choices. Afterwards most of them were sure that their courses would help.

Classes and Observations

The students responded with great enthusiasm to the worker observation part of the program. They each made only one visit to a particular company or institution, but they all expressed a great desire to explore the world of work on a regular basis. The workers the students visited were amazingly cooperative and enthusiastic. In fact, half of the students spent an entire two hours with their hosts.

Seven of the nine scheduled classes were held for the young people. On Wednesdays the class met from 1 o'clock to 1:30, on Thursdays and Fridays from 2:09 to 2:45 at the Junior

Observations cont.

High School. Not all the students were able to attend all classes. The curriculum plans for these experimental classes can be found in Appendix 10.

Obviously you cannot accomplish miracles for Career Education in 390 minutes, but at least the six young guinea pigs in this short experimental program have been introduced to career planning, and I certainly cannot dismiss the great contribution they made in helping me develop some ideas for the fall curriculum.

INTRODUCTION TO CURRICULUM PLANS

The following curriculum plans have been made for the Cooperative Career Exploration Pilot Program which will be implemented in the fall of 1972 for twenty ninth grade students. Each student will determine his own occupational interests and make two visits per week for six weeks to observation posts in the Greater Hartford area to observe the people he chooses at work. The remaining three days each week will be spent in the classroom, sharing, supporting, and developing the first-hand knowledge gained in these observations. The entire curriculum is designed to help students develop realistic self-concepts, skills in decision-making and a clear understanding of the world of work.

Each of the twenty students sould be given the Vocational Planning Interview before the first class meeting and after the last. This will give the teacher some idea of the progress of the students. When she meets the students for the interviews the teacher should ask them to list the occupations they would like to observe in the first three weeks of the program so that she can arrange these first appointments right away. At the end of the third week of classes the students will decide what occupations they will observe in the last three weeks of the program.

ORIENTATION

Objectives:

--Understand that career planning is important and that individuals are responsible for their own planning.

--Understand the consequences of postponing planning.

--Understand that career planning starts with an understanding of oneself.

--Understand that a person may have many different occupations in his lifetime and that there are many occupations which would satisfy the needs of any person. A person's occupational interests and goals may change as he changes.

--Understand that there are many factors affecting occupational selection which an individual may not be able to control.

Methods:

---Case Conference. (A Case Conference is an informal discussinn with resource people.)

Discussion Questions:

1. Is career planning important? Why?

2. Who is responsible for my career planning? Who can help me?

3. What happens when you do not plan?

4. What are the steps to take in career planning?

5. Will my plans change?

Resources:

-Vocational Guidance Counselor
-A person who has changed occupations often and successfully.
-A student who has graduated from high school and is trying to find some career direction.

CLASS 2

Objectives:

--Understand what it is an individual needs to know about an occupation before selecting it as a possible choice.

--Understand that there are groups of related jobs called job families or clusters and that within each cluster there are many occupational levels, professional through semi-skilled and unskilled.

Understand that there are resources available which explain the characteristics of many different occupations.

Methods:

--Occupations Game B. The teacher may show this group of transparencies which have already been developed (Appendix 11). The game is developed to stimulate the understanding that one must have a complete and integrated understanding of an occupation before selecting it as a realistic possibility. After showing the first transparency, which reveals only the salary of this occupation, the teacher asks if there are any young people who would select this occuaption knowing only this. If the salary is high enough perhaps all the students may eagerly respond. However, as the teacher reveals more and more specific characteristics of the job the overwhelming interest on the part of the students will probably wane.

--Introduction to Occupational Literature. The teacher may want to introduce the Chronicle Guidance Occupational Briefs and the Occupational CUtlook Handbook. The Chronicle Guidance Briefs are divided into job clusters which the teacher may point out and explain. Chronicle Guidance literature was chosen for the simple reason that the Junior High counselors had just purchased the new series in February. They are given a good rating by the National Vocational Guidance Association and are fine for our purposes.

An explanation of the Outlook Handbook and other resources as well as bibliographies for occupational information could be given at this time also. The students should realize that is is their responsibility to send for or find specific information themselves.

Supplementary Activities:

--A film may be shown on the opportunities in different

Class 2 Cont.

fields. The students may discuss the various characteristics of the jobs in these fields, including salary, duties, preparation, employment outlook, distribution of workers, etc.

CLASS 3

Objectives:

--Understand what it is an individual needs to know about an occupation before selecting it as a possible choice.

Methods:

---Job Description Form. With the help of the teacher the students should develop an outline to help them study the occupations of their choice. This outline should serve as a guide when they interview and observe workers in their roles. Hoppock's "Guide to the Study of an Occupation" is a useful guide for the teacher for this exercise. (Appendix 13).

---Jobs for the '70's, Slide Study. The teacher may show this set of 40 slides to the students. The slides are produced by the U.S. Dept. of Labor and show today's occupational composition and the changes ahead in the decade of the '70's. (Appendix 12).

---Observation Appointments. The teacher should distribute cards with each student's observation posts explained. The card should have the following information:

Name of Company to be visited
Address of Company
Name of person who will greet student
Name of worker to be observed and the title of his occupation
Time of appointment

---Homework. Each student should become familiar with the occupational material available for the particular occupation he will be observing.

OBSERVATIONS*

Objectives:

-- To gain some understanding of a particular occupation by observing someone engaged in that occupation.

Preparation:

--Students should prepare themselves for the visits by reading the descriptions of the occupations they are going to observe in the Chronicle Guidance Briefs and the Occupational Outlook Handbook and by reading the information available on the specific business, industrial, or institutional concern.

Activities:

-- The Job Description Outline or at least a condensation of it should be completed after each observation.

* Observations are scheduled for Classes 4and 5, 9and 10 14 and 15, 19 and 20, 24 and 25, and 27 and 28.

CLASSES 6 and 7

Objectives:

--Understand what it is an individual needs to know about himself before selecting a possible occupational choice.

--Understand that an individual's past experiences will have some influence on his interests, values and personality.

Methods:

--Game: Occupations for Mr. X, GAme A. The teacher may use this game to develop an understanding that an individual must have a total picture of himself before he can successfully choose an occupational interest. She shows a transparency which has a fictitious name on it. She asks the students to suggest an occupational field for this person. Obviously the students cannot suggest anything at this point so the teacher adds a transparency with the name and age of this person. This is not enough information for the students so she continues to add more and more data until they can think of possible fields which would satisfy this person. The teacher should ask for suggestions with each set of characteristics she presents. Many times the students will suggest a field which would satisfy certain characteristics of this person, but would not be feasible because of characteristics not yet revealed. For example: the students decided that John Fitzgerald could be a state trooper with a speciality in mechanics because he was tall and interested in mechanics, but a few transparencies later it was revealed that JOhn was crippled which changed the entire picture. (Appendix 14.)

--Films: My Childhood Part I, Hubert Humphrey's South Dakota and My Childhood Part II, James Baldwin's Harlem. (Available from the UCONN Audio-Visual Center, see Appendix 12)

--Discussion of films and of each student's Outline for an Autobiography (Appendix 15).

Some Discussion Questions:

1. What is an interest? An ability? A value? Give examples.

2. How have you changed since elementary school?

Classes 6 and 7 cont.

2. (cont.) Are your values and interests different now? Will they continue to change?

3. Have certain people or circumstances influenced you in your life? How?

4. What are your goals? What does adventure, security success (etc.) mean to you?

5. How will you achieve your goals?

CLASS 8

Objectives:

--Understand that a person must be aware of his own abilities, limitations, and achievements to make realistic decisions about occupational interests and goals.

--Understand that it is better for the world of work on the whole and for the individual if he or she works at a level commensurate with his ability and is neither under or over-employed.

Methods:

--The teacher-counselor or guidance counselor may introduce and explain the various tests which have been given to the students throughout their school years. The significance of test results for counseling and placement in classes should be explained also.

--The teacher and counselor may also explain briefly the reasons why it is best to work at a level commensurate with one's ability.

--With the Science Research Associates' booklet, My Educational Plans, developed by Harold L. Munson, as a guide, the Students' Self-Appraisal Chart with explanations and the teachers' guides to appraisals in English and Math were developed (Appendix 16). The students should complete their charts after the teacher has explained them. The English and Math teachers should have received their copies of appraisal outlines for each student before this time also. The students should arrange appointments with their teachers to talk about their weaknesses and strengths. The resources available to help them improve should be emphasized as well. Individual appointments should also be arranged with guidance counselors if a student wants to know his test scores.

Class 11

Objectives:

--Understand what it is an individual needs to know about himself before selecting a possible occupational choice.

--Understand that an individual may satisfy many interests in an occupation .

--Understand that in many occupations most of the duties which an individual performs will be related to one primary interest. Example: The oceanographer satisfies his interest in the outdoors, but his duties are primarily of a scientific nature.

Methods:

--Slide Study Discussion: The teacher may present slides of many different people in their varied work environments. The workers should be performing some tasks that are representative of their occupations. The slides should cover at least 10 different general interests: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. Great care should be taken to avoid stereotyped occupational roles for those of a certain sex or race. (Some slides have already been developed and are in Mr. Wilchynski's office. The feference librarian in the Hartford Public Library could be of great help in discovering the less conventional pictures necessary. The audio-visual department at Bloomfield High School has the special equipment needed to take slides of these pictures.)

Some Discussion Questions:

1. What occupation is this person engaged in? How do you know?

2. What are the different interests which may be satisfied by the person performing the duties of this occupation?

3. What would this person's primary interest be?

4. D you think you would like this kind of work? Why?

Class 11. cont.

Supplementary Activities:

Science Research Associates suggested that students complete the Interest Inventory (Appendix 16), based on the 10 areas of the Kuder Interest Inventory. This may help the student see a pattern of his own interests.

The teacher may want to show a film on a particular occupational field or fields. Students may discuss the interests, values and abilities the people engaged in the occupations may have. A list of some good films which are available at low costs for educators can be found in Appendix 12.

CLASS 12

Objectives:

--Understand the process of realistically determining satisfying occupational interests to explore.

To determine what occupations to observe for the next three week period.

Methods:

--Occupational Game C. The purpose of this game is to give the students an opportunity to practice decision-making by deciding if the occupational choices made by a group of fictitious young people are at all realistic. The students are given a description of each person and a list of that person's occupational interests. The students must become acquainted with the various occupations and then judge whether or not they are realistic choices for the particular people interested in them. I would suggest distributing a mimeographed selection of these to each student to complete before their class and then have a general discussion in class. A simple example of the descriptions of young people and the questions the students may want to ask are as follows:

Mary Allen:

Occupational Interests: Playwright, Journalist, English Teacher, and Proofreader.

Father's Occupation: Personnel Manager

Father's Education: Six years of college

Mother's Occupation: Nurse

Mother's Education: Four years of college

General Information: No health problems, good school attendance, very good student, planning to attend college.

Favorite Subjects: English and Theatre

Interests: Theatre activities and writing

Class 12 cont.

Goals: To have knowledge
To be successful in her work

Questions:

1. What do journalists, playwrights, english teachers and proofreaders have in common? Would their primary duties satisfy Mary's interests and goals?

2. What are the qualificatinns for journalists, etc.? Does Mary have these qualifications? Is she either over or under-qualified?

3. How much preparation, and what kind of preparation is needed? Do you think Mary will be able to complete this preparation?

4. What is the employment outlook for each one of these occupations? Would you encourage or discourage Mary after finding out?

5. What are some of the advantages and disadvantages of these occupations? Would you tell Mary that the advantages outweigh the disadvantages?

6. On the whole would you say that these occupational interests are realistic for a person like Mary? Why or why not?

---After discussing this game the students should form small groups to discuss their individual occupational interests. Each student should help every other student in the group determine if his occupational interests are realistic. The students may find their autobiographies, interest charts, and self-appraisals, and the Chronicle Guidance Briefs and Occupational Handbook all quite helpful. By the end of this class the students sould know what specific occupations they would like to observe for the next three weeks. Students will make two visits each week. These visits would be most effective if--

No more than three general occupational fields were explored.

At least two specific occupations in each field were explored.

CLASSES 13, 16 and 17

Objectives:

--To help the student understand what business is and how it functions.

--To help the student understand changes in the business world and the subsequent change in occupational opportunities.

Methods:

--Discussion led by teacher. The teacher will probably have to give a short lecture on the free-enterprise system and then open the subject up for discussion with the following questions:

1. What is meant by free-enterprise?

2. What is private property? Public Property?

3. What are the production needs? (Natural Resourses, Labor, Capital)

4. Who determines---

   a.) what to produce?
   b.) how much to produce?
   c.) how to produce?
   d.) How production is shared?

5. What are the effects of--

   a.) the Government
   b.) Seasonal work
   c.) economic cycles
   d.) changing sex roles
   e.) changing values and attitudes of society
   f.) natural catastrophies
   g.) pressure groups, unions, professional organizations
   h.) advancing technology

   on the employment opporunities?

6. What types of jobs are needed in our society now?

7. How has this changed since 1850?

Classes 13,16 and 17 cont.

8. How will this change in the future?

9. Compare the level of technology and subsequent careers in other less developed countries. (The teacher may want to show the film, Undala, which would help the students prepare for this question.)

---Have each student choose a product and list the steps involved in making it and distributing it.

---Have each student choose an occupation and discuss that job in relation to the entire process it is a part of.

---Have each student bring in articles from magazines, newspapers, etc. about the changing trends in employment.

---Films: The Managerial Revolution, The Inheritance, Undala, and Primitive Man in Today's World (Appendix 12).

---Field Trip. Perhaps a field trip to a large business would be beneficial.

---Case Conference. Have a state legislator come to speak about the effect of legislation on the world of work; a Women's Liberationist, a factory worker, a migrant worker, etc.

Resources:

General Business for Everyday Living. 4th Edition, Price/Musselman/Hall, 1972.

Consumer Economics Problems. 7th Edition. W. Harmon Wilson and Elvin Eyster. South-Western Publishing Co. 1966.

CLASS 18

Objectives:

--Understand that there are certain general facts an individual needs to know about applying for, obtaining, and keeping any job.

Methods:

--Discussion with resource person.

--Practice Job Interviews and Applications.

Discussion Questions:

1. What is Social Security? How do I get a S.S. number?
2. What are the Work Laws for people under 18?
3. What is a Work Permit?
4. How do I find out if there are openings for certain jobs?
5. What information is needed to complete an application?
6. What is an employer looking for when he interviews a person for a job?
7. What shoudl a young person look for when talking with the interviewer?

Resources:

--Personnel Manager
--Social Security Forms
--Application Blan s
--Tape Recorder to tape practice interviews

CLASS 21

Objectives:

--Understand that the future occupational outlook is very flexible. Jobs may change as a result of a variety of factors.

--Understand that an individual must adjust to his own changing interests and values and to those of the society of work around him. He must be willing to accept continued education or retraining to prepare himself for these possible changes.

Methods:

--Surveys. Conduct interviews with young and old workers in the community to determine what changes they have had to make in the last 5 to 10 years in their job skills and training. Determine new jobs in the last 10 years in the Greater Hartford area, interviewing employers, the state employment service people and the state labor department representatives.

--Films. Year 1999, The Inheritance and Progress Parade No. 14. A synopsis of these films can be found in Appendix 12.

CLASS 22

Objectives:

--Understand that part-time jobs and volunteer work can be great exploratory activities. They can help develop and test interests, abilities, and aptitudes.

--Understand how to go about getting a part-time job or position as a volunteer.

Methods:

--Teacher's Explanation: The teacher should discuss the opportunities available to the student for paid work and volunteer work in this area. The Connecticut Employment Service and the Federal Civil Service Commission (Summer Jobs) can be of great help to the students who are looking for jobs. The student who wishes to volunteer may find greaat opportunities to do just that and gain high school credit at the same time. The student should consider the following courses:

-- Individual Service. This course seeks to involve students in activities that encourage them to be actively concerned with other people. Students may offer their services to educational, social, religious, medical, racial, cultural, and low-income groups and individuals. Since the School wishes to offer every student an opportunity to exhibit selfless and helpful contributions, the specific activities may be broadly defined. From time to time, the School may announce volunteer programs, but students may initiate their own service activity for approval.

--Cadet Teaching. Learning by teaching is a major focus of this course. Designed for students who are interested in exploring the depths of their interests and abilities to beocme teachers, it also provides a valuable opportunity to discover how people learn. After a brief orientation period, students will work daily for, at least, sixty minute periods in one of the Bloomfield elementary schools as part of a teaching unit, assisting in actual teaching of groups and individual children.

--Student Librarian. This is for students expressing a desire to learn library skills and to provide a valuable service to the school, faculty, and students.

--General Work Experience Program. The primary objective

Class 22 cont.

of the General Work EXperience Program is to provide on-the-job experience for the student in the world of work. Participation would assist in the development of desirable work habits, attitudes, and personal traits in the student involved in the program.

---Nurse's Aide Program-- The Nurse's Aide Training Program has been implemented to further the education of those students interested in the field of health services, The care of the elderly is of prime concern to many families and social agencies in the twentieth century. Therefore, it is timely that the course be focused on patient care in the field of geriatrics. The course content consists of theory, clinical application, and visitations to health centers. Both the clinical and theory segments of this course are under the supervision of a registered nurse.

---There are many other courses of a similar nature offered at the high school. Please consult the curriculum guide for the ones not mentioned here. A list of agencies which need the services of volunteers can be found in Appendix 19.

--Case Conference: Invite people from the agencies which need the services of volunteers to come and explain their programs and the responsibilities of the volunteers within these programs.

CLASSES 23, 26 and 27

Objectives:

---The purpose of these three classes is to introduce the students to two very important and expanding fields which have an incredible variety of interesting occupations at every level.

I. Environment

Objectives:

---To make the students aware of our environmental problems.

---To make the students aware of specific problems here in Connecticut.

---To make the students aware that federal and state governments have been, and are continuing to pass legislation to protect our environment.

---To help the students understand some of the reasons for our environmental problems such as over-population and an unbridled technology.

---To help the students understand what is being done about solving the problems here in Connecticut.

---To introduce the students to the variety of occupations within the field of Environmental Protection.

Methods:

---Introductory Films:

Association-Sterling Films: Catalog of 27 conservation-ecology films includes the well-known Sierra Club film library. 16mm. sound. Sample titles: "1985", "Redwoods Saved?", "Nature Next Door." Free Loan.

"Bulldozed America." CBS-TV. National Audubon Society. Film-BW/16mm/27 min., Rental-$10. Some of the most serious threats to natural beauty and wilderness. The redwoods, mining, urban sprawl, billboards, air and water pollution, and damming wild rivers.

---Other films are listed in Career Education in the Environment. U.S. Government Printing Office, Wash. D.C.

Classes 23, 26 and 27 cont.

This book was produced for the U.S. Office of Education by the Olympus Research Corporation.

Case Conference: Invite some guests to speak about the environmental problems in Connecticut and the job opportunities available within the field.

Resources:

State Department of Environmental Protection,
Mr. Carroll Hughes, Assistant Commissioner
566-4252 or 4255

Connecticut Earth Action
Mr. Toby Moffett
70 No. Beacon St.
Hartford, Connecticut

The teacher may want to contact these people to ask for their help in finding someone to come to talk with the students. They have not been contacted as yet. She may also want to check with the following groups to see if they can suggest any speakers or provide them.

League of Women Voters
Audubon Society
Chamber of Commerce
City Manager, Hartford
College Biologist or ecologist (University of Hartford, Trinity, UCONN, etc.)
County Agricultural Extension Agent
4-H Club
Soil Conservation Agent
Solid Waste Department of the State Health Dept.
Zero Population Growth, Sherrill King 527-3787

II. Health

Objectives:

--To introduce to the students the need for health personnel.

--To make the students aware of the different responsibilities of each member of the health team.

Classes 23, 26 and 27 cont.

---To make the students aware of the projected occupational opportunities of the future in the field of health.

---To introduce the students to the specific health problems troubling Connecticut and the ways of conquering them.

Methods:

--Introductory Films: "Without Warning" and "Horizons Unlimited". (Appendix 12)

---Health Workshops and Discussions: Invite many different people engaged in different health professions such as a First Aid Instructor, a Nurse, an Occupational Therapist, a dentist and dental hygienist, and a medical lab technician. (Some of these people have been contacted and asked to be resource people. Consult Appendix 8.) Have them all bring the tools of their trades. Set up the classroom so that each professional person can work with a small group of students and teach them very simple operations specific to their own occupations. For example, the First Aid Instructor can teach a few students how to put on a sling, or how to take care of a snake bite. The guests could also explain the educational and training requirements for their occupations, the employment outlook, earnnings and other characteristics of their occupations.

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APPENDIX 1

VT 018270

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APPENDIX 2

OCCUPATIONAL INFORMATION

Bloomfield High School Library

Reference Books

371.42		The encyclopedia of careers and vocational guidance, 1967
371.42	Lovejoy	Lovejoy's career and vocational school guide, 1967

Non-fiction

331.7	Angel	Student's guide to occupational opportunities and their lifetime earnings, 1967
361.0023	Asbell	Careers in urban affairs, 1970
651.8	Barnett	Careers in computer programming, 1967
741.6	Biegeleisin	Careers and opportunities in commercial art, 1965
621.381	Carroll	Careers and opportunities in computer science 1967
306.9	Chamberlin	Careers for social scientists anthropology, economics, history, political science, sociology, 1961
351.069	Chamberlin	Careers in the protective services, 1965
629.28	Connor	A job with a future in automotive mechanics, 1969
690.023	Daly	Aim for a job in the building trades, 1970
355.1	DuPre	So you want to be a professional officer: Army, Navy, Air Force, Marine Corps., 1966
331	DuPre	Your career in Federal civil service, 1967
387.7	Engeman	Airline Stewardess, a picture story, 1960
388.3	Eskow	Your future in the trucking industry, 1964
646.7	Fashion	Your future in the beauty business, 1968
660.28	Feder	Your future in chemical engineering, 1961
621.3819	Fischer	Your career in computers, 1968
658.85	Goodrich	Your future in direct selling, 1965
351.1	Gould	Your future in the federal government, 1962
629.28	Harrison	Find a career in auto mechanics, 1964
796.069	Issacs	Careers and opportunities in sports, 1964
68	Keefe	Aim for a job in appliance service, 1969
371.42	King	Career opportunities for woman in business, 1965
362.1	Kirk	Aim for a job in a hospital, 1968
641.5	Klein	The professional cook, 1965
363.2	Liston	Your career in law enforcement, 1965
380.5	Liston	Your career in transportation, 1966
371.4	McDonaugh	Your future as a guidance counselor, 1967
659.1	MacGil	Your future as a model, 1964
651.069	Mayo	You can be an executive secretary, 1965
387.7	Nathan	Careers in airlines operations, 1964

651.069	Noyes	Your future as a secretary, 1963
664	O'Connell	Aim for a job in the bakery industry, 1967
610.69	Paul	Your future in medical technology, 1962
658.3	Pond	Your future in personnel work, 1962
341.7	Sakell	Careers in the Foreign Service, 1962
252	Spence	The clergy and what they do, 1961
658.3	Splaver	Careers in personnel administration, 1962
371.42	Splaver	Your career if you're not going to college, 1963
623.8	Steele	Nuclear submarine skippers and what they do, 1963
629.28	Taylor	Aim for a job in automotive service, 1968
629.2	Taylor	Your future in the automotive industry, 1967
506.9	Wachs	Careers in research science, 1961
362.1	Wasserman	Hospital with a heart, 1961
551.023	Weitz	Your future in geology, 1966
016.371	Lafayette	Counselor's guide to occupational and other manpower information, 1964
621.381	Keefe	Aim for a job as an electronic technician, 1967
641.572	Westbrook	Aim for a job in restaurants and food cookery, 1969
672	Sullivan	Aim for a job in the iron and steel industry, 1967
646.7	Whitcomb	Charm, the career girl's guide to business and personal success, 1964
659.1	Poland	Careers and opportunities in advertising, 1964
629.402	Zarem	Careers and opportunities in astronautics, 1969
540.59	Pollack	Careers and opportunities in chemistry, 1969
621.38	Carroll	Careers and opportunities in electronics, 1963
371.1	Diefenbach	Careers and opportunities in electronics, 1969
792	Dalrymple	Careers and opportunities in the theatre, 1969
791.4	Lerch	Careers in broadcasting
FS659.1322		Careers in copywriting, 1968
658.87	Kaplan	Careers in department store merchandising, 1962
FS687.1		Careers in fashion design, 1968
635.023	Dowdell	Careers in horticultural sciences, 1969
FS741.6		Careers in illustration, 1968
FS770.692		Careers in photography, 1968
616.89	Hoffman	Careers in psychiatry, 1968
350	Cohn	Careers in public planning and administration 1966
361.023	Gay	Careers in social work, 1969
FS791.4		Careers in television: T.V. producer, 1968
574.069	Fox	Careers in the biological sciences, 1969
FS750.069		Careers in the fine arts, painter sculptor
617.8	Greenberg	So you want to be a dentist, 1969
506.9	Nourse	So you want to be a scientist, 1960
361.069	Perlman	So you want to be a social worker, 1962

659.1	Rubican	[illegible]nd a career in advertisin[illegible], 1960
630.69	Duncan	[illegible]nd a career in agricul[illegible]re, 1961
351.74	Whaley	[illegible]nd a career in law enforcement, 1961
621.3819	Seli[illegible]shohn	[illegible]our career in computer pro[illegible]rammin[illegible], 1967
747.023	Boyle	[illegible]our career in interior desi[illegible]n, 1966
551.402	Loyd	[illegible]our career in oceanolo[illegible]y, 1968
659.202	Donohue	[illegible]our career in [illegible]ublic relations, 1967
629.4	Boyd	[illegible]our career in the aerospace industry, 1966
641.106	American	[illegible]our future as a dietitian, 1964
640.69	Farie	[illegible]our future as a home economist, 1964
387.7	Rudo[illegible]h	[illegible]our future as an airline hostess, 1961
646.72	Gelb	[illegible]our future in [illegible]eauty c[illegible]ture. 1964
634.9	Hanabur[illegible]h	[illegible]our future in forestry,1961
647.94	Sonnabend	[illegible]our future in hotel mana[illegible]ement, 1964
747.069	Creer	[illegible]our future in tnterior desi[illegible]n. 1963
070.69	Schalel[illegible]en	[illegible]our future in fo[illegible]estry. 1961
610.69	Chernok	[illegible]our future in medical assistin[illegible], 1967
780.69	Curtis	[illegible]our future in music, 1969
629.4	Levine	[illegible]our future in [illegible]SA,1969
539.706	Thompson	[illegible]our future in nuclear ener[illegible] fields, 1961
610.7	McDonnell	[illegible]our future in nursin[illegible], 1963
551.4	Gaber	[illegible]our future in oceano[illegible]raphy, 1967
615.069	[illegible]	[illegible]our future in pharmacy, 1964
658.87	Scott	[illegible]our future in retailin[illegible], 1961
621.38	Bibby	[illegible]our future in the electronic computer field .962
341.709	Delaney	[illegible]our future in the Forei[illegible]n Service, 1961
359.069	Burrowes	[illegible]our future in the Navy, 1965
635.9	Finney	[illegible]our future in the nursery industry, 1967
650	Winter	Your future in your own business, 1968

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2. Ashworth, John-CAREERS IN ACCOUNTING 1963
3. Anderson, Ruth-SECRETARIAL CAREERS 1961
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5. Berg, L.D.-AIM FOR A JOB IN WELDING 1967
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10. Coy, Harold-DOCTORS AND WHAT THEY DO 1956
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15. Ely, Lawrence-YOUR FUTURE IN AEROSPACE TECHNOLOGY 1962
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17. Engeman, Jack-AIRLINE STEWARDESS 1960
18. Engeman, Jack-ANNAPOLIS--THE LIFE OF A MIDSHIPMAN 1956
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39. Nourse, William-SO YOU WANT TO BE A LAWYER 1959

40. O'Connell, Desmond-AIM FOR A JOB IN THE BAKERY INDUSTRY 1967

41. Noyes, Nell-YOUR FUTURE AS A SECRETARY 1963

42. Paradis, Adrian-DOLLARS FOR YOU; 150 WAYS FOR BOYS TO EARN MONEY 1958

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44. Paul, Grace-YOUR FUTURE IN MEDICAL TECHNOLOGY 1962

45. Perry, John-17 MILLION JOBS: THE STORY OF INDUSTRY IN ACTION 1958

46. Pollack, Philip-CAREERS AND OPPORTUNITIES IN ENGINEERING 1959

47. Roesch, Roberta-MONEY, JOBS AND FUTURES 1965

48. Ross, Frank-WORLD OF ENGINEERING 1958

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50. Splaver, Sarah-YOUR CAREER IF YOU'RE NOT GOING TO COLLEGE 1963

51. Sullivan, John-AIM FOR A JOB IN THE IRON AND STEEL INDUSTRY 1967

52. Symons, Arthur-SOLDIERS AND WHAT THEY DO 1958

53. Schimel, John-HOW TO BE AN ADOLESCENT--AND SURVIVE 1961

54. Landis, Lawrence-THE AIR FORCE--FROM CIVILIAN TO AIRMAN 1958

55. Pollack, Philip-CAREERS AND OPPORTUNITIES IN SCIENCE 1968

56. Shuff, Frances-YOUR FUTURE IN OCCUPATIONAL THERAPY 1964

57. Ley, Willy-ENGINEER'S DREAMS 1959

58. Schneider and Ames-WINGS IN YOUR FUTURE 1955

59. Connecticut State Dept. Of Education-VOCATIONAL CAREER GUIDE FOR CONNECTICUT 1968

60. Devaney, John-1001 NEW JOB OPPORTUNITIES 1962

61. Peake, Mariam M.-A JOB FOR YOU 1964

62. Walmsley, Harold-YOUR FUTURE IN THE ARMY 1960

63. Colby, C.B.-POLICE 1954

64. Perry and Perry-FORESTERS AND WHAT THEY DO 1963

65. Paris, Jeanne-YOUR FUTURE AS A HOME ECONOMIST 1964

66. Nourse, Alan-SO YOU WANT TO BE A DOCTOR 1965

67. McCoy, J.J.-THE WORLD OF THE VETERINARIAN 1964

68. Sommer and Kedzie-YOUR FUTURE IN INSURANCE 1965

69. Smith, Frances-FIND A CAREER IN EDUCATION 1960

70. Myers, Arthur-JOURNALISM 1971

71. Scholastic Magazines, Inc.-OPPORTUNITIES IN STEEL 1967

72. Gelinas, Paul-SO YOU WANT TO BE A TEACHER 1966

73. Neal, Harry Edward-ENGINEERS UNLIMITED 1960

74. Elwell and Richardson-SCIENCE AND THE DOCTOR 1959

75. Lobsenz, Norman-WRITING AS A CAREER 1963

76. Shockley, Robert-YOUR FUTURE IN ELEMENTARY TEACHING 1961

77. The Fashion Group, Inc.-YOUR FUTURE IN THE FASHION WORLD 1960

78. McDonnell, Virginia-YOUR FUTURE IN NURSING 1963

79. Terry, Walter-DANCE 1971

80. Armstead and McNutt-ENGINEERING AS A CAREER TODAY 1967

81. Ruzic, Neil-THERE'S ADVENTURE IN CIVIL ENGINEERING 1958

82. Dodge, Bertha-THE STORY OF NURSING 1954

83. Cohen, Raymond-YOUR FUTURE IN DENTISTRY 1960

84. Frost, Jane C.-YOUR FUTURE AS A DENTAL ASSISTANT 1964

85. Levine, Sol-YOUR FUTURE IN ELECTRONIC ENGINEERING 1961

86. Gammage, Allen-YOUR FUTURE IN LAW ENFORCEMENT 1961

87. MacCloskey, Monro- YOUR FUTURE IN THE AIR FORCE 1964

88. Beck, Bertram-YOUR FUTURE IN SOCIAL WORK 1964

89. Weitz, Joseph-YOUR FUTURE IN GEOLOGY 1966

90. Mann, Roland-CAREERS IN BUSINESS MANAGEMENT 1963

91. Taylor, Dawson-YOUR FUTURE IN THE SUTOMOTIVE INDUSTRY 1963

92. Wachs, Theodore-CAREERS IN RESEARCH SCIENCE 1961

93. Wassersug, Joseph-HOSPITAL WITH A HEART 1961

94. West, Wallace-FIND A CAREER IN ELECTRONICS 1959

95. Whitcomb, Helen-STRICTLY FOR SECRETARIES 1957

96. Williams, Joe-ENTERPRISE 1970

97. Zaremy, Lewis-CAREERS AND OPPORTUNITIES IN ASTRONAUTICS 1962

98. Paradis, Adrian-LIBRARIAN WANTED 1959

99. Curtis, Robert-YOUR FUTURE IN MUSIC 1962

100. Wallace, Sarah-SO YOU WANT TO BE A LIBRARIAN 1963

101. Riser, Wayne-YOUR FUTURE IN VETERINARY MEDICINE 1963

102. May, Charles Paul-VETERINARIANS AND THEIR PATIENTS 1964

103. Spencer, Lila-EXCITING CAREERS FOR HOME ECONOMISTS 1967

104. Taintor, Sarah and Monro, Kate-THE SECRETARY'S HANDBOOK 1958

105. Goodrich, Foster-YOUR FUTURE IN DIRECT SELLING 1965

106. Locklear, Edmond-YOUR FUTURE IN ACCOUNTING 1963

107. Boynton, Ralph-YOUR FUTURE IN BANKING 1965

108. Gelb, Richard-YOUR FUTURE IN BEAUTY CULTURE 1964

109. Durst and Stern-YOUR FUTURE IN REAL ESTATE 1960

110. Boylan, James-SCHOOL TEACHING AS A CAREER 1962

OCCUPATIONAL BRIEFS by SRA

CAREER BOOKLETS published by The Institute for Research

APPENDIX 3

SUGGESTED REFERENCE SOURCES FOR COUNSELORS

Literature available at Bloomfield High for Teacher:

Connecticut Labor Dept. "Bulletin: Manpower Report-1972" Dept. of Research and Information, Employment Security Division, Hartford, Conn.

Connecticut Labor Dept. "Connecticut Labor Situation." Monthly publication.

Dictionary of Occupational Titles.(Volumes I and II), Third Edition. U.S. Dept. of Labor. U.S. Government Printing Office, 1965.

Bibliography of Current Occupational Literature. National Vocational Guidance Association, Washington, 1959.

Occupational Outlook Handbook, 1970-71. U.S. Dept. of Labor.

Recommended for purchase:

The Career Guide for Demand Occupations. U.S. Government Printing Office.

Chronicle Guidance Special Occupational Brief Packets. Almost all of these packets have been ordered, but there are some missing and they are very important. It is crucial for the program that these be ordered for the late fall: #506A.E., #506 AM, #506 AP, #506 COMM, and so on--Mr. Zalaski at the Junior High has the list of the remaining packets.

APPENDIX 4

Table 1

	Verbal Score	Self Estimate	Quantitative Score	Self Estimate	Stanford Score	Self Estimate	Occupational Interest
1.	83	Average	59	Average	60	Above	Special Education Teacher
2.	48	Average	47	Above	40	Average	Net.Assistant
3.	28	Below	26	Average	15	Average	Nurse
4.	72	Average	53	Above	55	Above	Teacher Special Education
5.	89	Average	7	Above	15	Below	Drummer Pro Musician
6.	83	Above	56	Superior	25	Superior	Social Worker
7.	68	Average	50	Average	40	Average	Nurse
8.	64	Superior	67	Above	55	Average	Social Work-Police Work
9.	48	Average	41	Above	45	Average	Electrician
10.	30	Average	35	Average	30	Below	Auto Mechanic
11.	4	Average	5	Average	10	Average	Construction Worker
12.	17	Average	11	Average	5	Below	Pro. Basketball
13.	83	Above	58	Superior	30	Average	Policeman
14.	13	Average	28	Average	30	Below	Technician (Plumbing, Electrical, Carpenter)
15.	66	Average	84	Above	60	Above	Auto Mechanic
16.	3	Average	15	Average	5	Below	Pro Boxer

Table 1 (cont.)

	Verbal Score	Self-Estimate	Quantitative Score	Self-Estimate	Stanford Score	Self-Estimate	Occupational Interest
17.	99	Above	99	Above	95	Above	Lawyers
18.	74	Below	37	Average	27	Below	Social Worker
19.	42	Above	47	Above	44	Average	Doctor
20.	19	Superior	2	Above	14	Above	Social Worker
21.	69	Average	32	Below	25	Average	Nurse
22.	64	Average	37	Above	43	Above	Lawyer
23.	36	Below	20	Average	4	Below	Trailor Truck Driver
24.	61	Below	50	Average	51	Average	No Interests
25.	74	Average	50	Above	28	Below	No Interests
26.	28	Average	24	Above	10	Average	Nurse
27.	69	Average	47	Above	43	Superior	Airline Pilot
28.	55	Average	41	Average	34	Average	Auto Mech.
29.	88	Above	16	Average	34	Average	Archetect
30.	55	Average	1	Average	6	Below	Secretary
31.	19	Below	4	Average	6	Below	Heavy Equipment Operator
32.	64	Average	41	Average	44	Above	Lawyer
33.	85	Above	92	Average	89	Above	Farmer

Table 1 (cont.)

	Verbal Score	Self-	Quantitative Score	Self-Estimate	Stanford Score	Self-Estimate	Occupational Interests
34.	79	Average	91	Average	34	Average	Teacher
35.	97	Above	94	Above	87	Superior	Veterinarian
36.	19	Average	4	Average	7	Below	Nurse
37.	40	Below	29	Above	5	Below	Pro-Musician Drummer
38.	33	Average	29	Average	13	Average	Landscaping Business
39.	30	Above	47	Superior	9	Below	Doctor
40.	24	Below	29	Above	12	Average	Teacher
41.	52	Average	35	Above	57	Average	None

Low	Below	Average	Above	Superior
0-21	21-40	41-60	61-80	81-100

APPENDIX 5

BLOOMFIELD CHAMBER OF COMMERCE
250 CONSTITUTION PLAZA, HARTFORD, CONN. 06103 • TEL. 249-3071

February 28, 1972

Dear Chamber Member:

The Bloomfield Chamber of Commerce has given its support to an innovative pilot program to be offered at our High School in the fall of 1972. Its purpose will be to introduce a select group of twenty, tenth grade students to "The World of Work."

Local business, professional, and industrial concerns are being given an opportunity to contribute to the success of this effort by providing one or more "job observation stations," for up to one and one half hours per day, two days per week, for a minimum of six weeks.

Students participating in this program would not be paid for the time they spend at their "job observation stations." Neither would they be expected to work. Their function would be to observe in action one or more occupational fields in which they might have a career interest. In-school, classroom instruction would support and develop the first-hand knowledge the students would gain as observers.

It is believed that this "Exploratory Work Experience Program" will help in a significant way to lead youngsters into appropriate academic paths for their final two years of high school, and help to inform them of the wide range of employment opportunities available in their own home town.

Miss Heidi J. Crosier has been retained by the Board of Education to perform assignments in the fields of research and curriculum development for the "Exploratory Work Experience Program."

She would like very much to meet with you, or your personnel manager, to further explain this program, and to secure such "job observation station" commitments as you might like to provide.

Won't you please complete and return the enclosed, postage-free card? The Chamber will forward it to Miss Crosier, and she will call to arrange an appointment at your convenience.

Cordially yours,

Raymond E. McMahon

Raymond E. McMahon
President

REM/mad
Enclosure

APPENDIX 6

One of the primary goals of educators is to help our young people develop the attitudes and skills necessary to lead productive and rewarding lives.

--In 1970-71 there were 850,000 Elementary and Secondary School drop-outs;

--Half of our high school students a total of approximately 1,500,000 a year are being offered what amounts to irrelevant, general education programs.

--Three of our ten students currently in high school will go on to academic college level work; and 1/3 of these will drop out and not receive a BS degree--which means that 8-10 whould be getting occupational training.

--20% of the country's youth are unemployed.

--11 million adults are unemployed or underemployed.

--80% of the jobs today do not require a college education. (This figure has been projected to 1980, too.)

Students today cannot see the relationship between the courses they take and the need for skills and knowledge in the world of work. And instead of encouraging all students to discover the relationships between "things vocational and things academic", we have built dividers in our school, making vocational education a refuge for academic fugitives. A healthy combination of the academic and vocational would produce the educational environment necessary for the development of individuals with meaningful, productive lives. Dr. Sidney Marland, United States Commissioner of Education, calls this healthy combination career education.

Career education prepares all students for a successful life of work by increasing options for occupational choice, by eliminating barriers--real and imagined--to attaining many flexible job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

A pilot project in Bloomfield, called the Cooperative Career Exploration Program because it depends upon the support of the people and business concerns in the surrounding area, is being planned for the coming fall. Twenty 9th grade students will have the opportunity to explore themselves and their environment in the six-week course. The student will spend a maximum of two days a week--for an hour each day--observing and interviewing different workers in their work environments. The remaining days will be spent in a classroom group, discussing and developing the first hand knowledge gained in their observations. The classroom activities will emphasize development of realistic self-concepts, skills in decision-making and a clear understanding of the world of work.

The success of the program depends upon your support. The maximum involvement expected of any cooperating concern would be as follows:

At the very most, in a six-week period, six young people may make a total of 12 visits, each young person making two visits. We do not anticipate that many students in the pilot program will have the same occupational interest. Each one of them may go in a different direction. Therefore, it is possible that as few as two or four visits would be made to a particular company in the six-week period.

If you would be willing to offer the young people "positions for observation", would be willing to participate with minimum involvement, would be willing to contact others regarding their participation, or would like to discuss the program in greater detail, please return the attached form to me as soon as possible.

Thank you.

Sincerely,

Miss Heidi J. Crosier
Research and Curriculum Developer
Bloomfield High School

Attachment
HJC/cab

APPENDIX 7

BUSINESS RESOURCES

Allen Manufacturing Company
Drawer 570
Hartford, Connecticut 06101

East Dudley Town Rd.
Bloomfield, Connecticut
242-8511
Mr. James Flanigan, Personnel Manager

Andersen Labs
1280 Blue Hills Ave.
Bloomfield, Connecticut
242-0761
Mr. Kenneth Balder

Barber Travel Service
711 Cottage Grove Rd.
Bloomfield, Connecticut
242-2279
Mrs. Ruth Barber

Children's Museum of Hartford
950 Trout Brook Rd.
West Hartford, Connecticut
Mr. Harry H. Ryder, President

Connecticut Auto Body Works
1223 Blue Hills Ave.
Bloomfield, Connecticut
243-2588
Mr. Norman Cohen

Connecticut Bank and Trust Company
836 Park Ave.
Bloomfield, Connecticut
244-4778
Mr. Morton D. Alling, Jr.

Connecticut General Life Insurance Company
Cottage Grove Rd.
Bloomfield, Connecticut
863-2811, Ext. 7651
Mr. Nick Heldreth, Supervisor, Employment

Connecticut Printers, Inc.
56 Granby ST.
Bloomfield, Connecticut
242-0711
Mr. Richard McIntire, Personnel Manager

Connecticut, State of:

Dept. of Agriculture
State Office Building
Hartford, Connecticut
Deputy Commissioner, F. P. Futtner

State Library
Hartford, Connecticut
566-5126
Miss Davenport, Chief of Public Services

State Laboratory
10 Clinton St.
Hartford, Connecticut
566-5102
Dr. William Ullmann, Director

Dept. of Motor Vehicles
State St.
Wethersfield, Connecticut
566-4881
Mr. Nicholas Spellman, Personnel Administrator

Dept. of Public Works
State Office Building
Hartford, Connecticut
566-2360
Mr. Edward J. Kozlowski, Commissioner

Dept. of Transportation
24 Wolcott Hill Rd.
Wethersfield, Connecticut
566-5752 Ext. 4624
Mrs. Joyce Conroy, Personnel

Copaco
225 Cottage Grove Rd.
Bloomfield, Connecticut
242-5521
Mr. Robert Churlin

Culinary Service Systems, Inc.
294 Tunxis Ave.
Bloomfield, Connecticut
249-0418
Mr. Thomas Hall

Emhart Corp.
950 Cottage Grove Rd.
Bloomfield, Connecticut
242-8551. Ext. 269
Mr. Clifford Sault, Manager, Personnel

Gozzo's Service Station
Cor. Granby and Tobey Streets
Bloomfield, Connecticut
249-1439
Mr. Gozzo

Hartford Courant
Hartford, Connecticut
Mrs. Paula Clarke, Director, Public Relations

Kaman Aerospace Corp.
Old Windsor Rd.
Bloomfield, Connecticut
242-4461, Ext. 375 or 376
Mr. Podrasky

MacDonald's Veterinary Hospital
267 Cottage Grove Rd
Bloomfield, Connecticut
Dr. Alvin R. MacDonald

J.H. Moy Company
Maplewood Ave.
Bloomfield, Connecticut
242-2281
Mr. Denton L Smith, V. P.

Park Avenue Pharmacy
99 Wintonbury Mall
Bloomfield, Connecticut
242-5545
Mr. Lawrence Cohen

St. Francis Hospital
Hartford, Connecticut
Miss Martha Johnson, Public Relations Director
Mrs. Marie Smith
249-3281, Ext. 421

Town Hall of Bloomfield
Mr. Watkins, Social Services
Bloomfield, Connecticut

United States Government

Post Office
Bloomfield, Connecticut
Mr. John Tinto, Postmaster 242-0727

Post Office
Hartford, Connecticut
Mr. A.J. Wright, Chief of Training

National Weather Service
Bradley International Airport
Windsor Locks, Connecticut
623-3888
Mr. Roland Laro, Meteorologist in Charge

Marine Corps
Recruiting Sub Station
221 Asylum St.
Hartford, Connecticut
247-5975
Sgt. Fred Nesbit

W.T.I.C.
Constitution Plaza
Hartford, Connecticut
525-0801
Mr. Richard Ahles, Public Relations

Weathervane of Bloomfield
Wintonbury Mall
Bloomfield, Connecticut
243-2719
Mrs. Ellie Block

Yankee Flyer (printin and publishin)
One Flyer Row
Bloomfield, Connecticut
242-8526
Mr. Donald Gorman

APPENDIX 8

RESOURCE PEOPLE

Mr. Alex Berman
75 Kenwood Circle
Bloomfield, Connecticut
242-1161 or 242-4461, Ext. 471

Mr. Berman is an analytical engineer for Kaman Corp. He would be willing to come into the class, act as a consultant and talk with any students anytime.

Mr. Douglas Darin
Director, Placement and Career Planning
UCONN
Storrs, Connecticut

Mr. Darin expressed an interest in our Career Education Program and offered the cooperation of his office and staff to whatever extent possible in the development of the program. He will expect the teacher counselor to get in touch with him in the fall.

Pastor Dreyer
Christ Lutheran Church
115 Madison St.
Hartford, Connecticut
525-1106

Pastor Dreyer was an optician-turned-pastor. He is willing to come to the classroom to talk to the students.

Chief Jackson, Chief of Police
Town of Bloomfield

Chief Jackson would be willing to come to talk to the students about law enforcement.

Mr. Perlstein
6 Andrea Lane
Bloomfield, Connecticut
242-1957 or 566-4773

Mr. Julian Perlstein is at the State Vocational Rehabilitation Center and is willing to come anytime to talk to the students about vocational rehab. Perhaps it would be best if the young people were given the opportunity to observe Mr. Perlstein at work.

Miss Marguerite Riley
College Placement Director
St. Joseph's College
1678 Asylum Ave.
Hartford, Connecticut

Miss Riley has worked in industrial personnel, for the federal government, and for the college as placement director. She has consented to come to talk with the students about career planning.

Mrs. Paula Robbins, Director of Career Counseling
Trinity College
Hartford, Connecticut

Mrs. Robbins has expressed an interest in the Career Education Program. She would be interested in helping to implement the program in the fall.

Mr. John Rose, Jr, Esq.
2 Claymore Rd.
Bloomfield, Connecticut

Mr. Rose is a lawyer who would like to come to talk to the students or have one student come to visit him at his office and discuss criminal law and courts.

Mr. Ralph Rubino
Daniel Blvd.
Bloomfield, Connecticut
242-0221

Ralph is a graduate of Bloomfield High who attended Columbia University for one year and then dropped out for one year to try to find some career direction. He is very willing to talk to the students about the consequences of not planning and is very good with the students.

Mr. Steadman Stearns
Tax Collector
Town of Bloomfield
Town Hall

Mr Stearns has had an unbelievable variety of work experience in many fields. He has consented to come to talk to the students.

Mrs. C.L. Storrs
76 Adams Rd.
Bloomfield, Connecticut
242-8779

Mrs. Storrs is a licensed commercial pilot and knows quite a bit about navigation and meteorology. She would be very willing to talk to the students about these topics.

Miss Tudor
State Employment Service
2550 Main St.
Hartford, Connecticut

Miss Tudor is willing to talk to the students about career planning. She participated in our pre-pilot case conference at the Junior High School.

Additions:

Mr. Garet Johnson
First Aid Instructor
617 Park Ave.
Bloomfield, Connecticut
242-6369 or 242-5550

Dr. David Epstein
UCONN Medical School
243-2531 Ext. 385

Miss Judith Snyder
Hartford Rehabilitation Center, Inc.
80 Coventry ST.
Hartford, Conn.
243-2511 Ext. 234 or 231

People not yet contacted:

Mrs. Naomi Cohen
241 Duncaster Rd.
Bloomfield, Connecticut
242-2110

APPENDIX 9

VOCATIONAL PLANNING INTERVIEW

(Suggested pre and post test for students in pre-pilot and pilot programs)

Name_____Age____Grade_____

Achievement Score_____(This score is the average of all scores on the Stanford Achievement Test.)

Verbal Score_____(This is the verbal score of the Kuhlmann-Anderson Test.)

Quantitative Score____(This is the quantitative score from the Kuhlmann-Anderson Test.)

*All of these scores are percentages.

How would you rate yourself on level of verbal ability?

a.) Superior
b.) Above Average
c.) Average
d.) Below Average
e.) Poor

How would you rate yourself on level of quantitative ability?

a.) Superior
b.) Above Average
c.) Average
d.) Below Average
e.) Poor

How would you rate yourself on level of achievement?

a.) Superior
b.) Above Average
c.) Average
d.) Below Average
e.) Poor

Mother's occupation_____

Father's occupation_____

1. Are you planning to finish high school?

2. Are you planning to go to college?

3. If not, are you planning to secure some other kind of training after high school? What kind?

4. What do your parents want you to do?

5. Is finding an occupation important to you? If so, why?

6. Have you had any work experience?

7. What occupations have you thought about entering?

   a.)
   b.)
   c.)

8. Why would you want to become a_____? (First choice)

9. Why would you want to become a_____? (Second choice)

10. Why would you want to become a_____? (Third choice)

11. What does a (a) do at work?

12. How much education is required to become (a)?

13. Where did you get your information?

14. Is your choice of high school subjects good for your first choice?

15. Is your choice of high school subjects good for any other occupational choice?

16. Where could you find out about different occupations?

APPENDIX 2.0

PRE-PILOT CURRICULUM

Class I

Objectives:

---Understand that career planning is important that individuals are responsible for their own plans.

---Understand that there are resources and counsel to help in career planning.

---Understand the consequences of postponing plan

---Understand that career planning means recognizing possible occupational opportunities available for an individual with certain abilities, interests, and

Methods:

---Case Conference. A Case Conference is essentially an informal panel discussion. The guests on the panel may begin by introducing themselves and then by briefly giving us their thoughts on the subject to be discussed. Then everyone participates in an informal question and answer period.

Some Discussion Questions;

1. What is career planning? Who is responsible for my career plans? Who can help me?
2. When should you start planning?
3. What happens when you don't plan?
4. Will I change my mind?
5. How important is my high school education?

Resources:

---College Placement Officer, Miss Riley, St. Joseph's
---State Employment Service Representative, Miss Tabar
---Vocational Guidance Counselor, Mr. Wilchynski, Bloomfield High School
---Student who has dropped out of college to discover career direction, Ralph Rubino, Columbia U.

Class 2

Objectives:

---Understand that there is more than one occupation that would satisfy the needs of any person.

---Understand that many of the same skills can be used in different occupations.

---Understand that there are certain skills that are needed in any occupation.

Methods:

---Case Conference with resource people.

Some Discussion Questions:

1. Is there more than one occupation that would satisfy the needs of any one person?

2. Can many of the same skills be used in different occupations?

3. Are there certain general skills that are needed in any and all occupations?

4. Has your life style changed as a result of a change in occupations? (Directed to guests.)

Resources:

---Person who has changed professions more than once and has been successful at each; Pastor Dreyer, Christ Lutheran Church, Hartford.

---Person who has changed jobs within his field many times with success, Mr. Steadman Stearns, Tax Collector

---State Employment, Job Corps Representative, Mrs. Diane Kramer, Hartford.

Class 3

Objectives:

---Understand what it is an individual needs to know about himself before selecting a possible occupational choice.

---Understand that each individual has different interests, values, and abilities which are changing and developing.

---Understand that an individual's past experiences will have some influence on his needs, interests, values and abilities.

Methods:

---Occupational Game A. (This game is explained fully in the complete curriculum plans for the pilot program.)

---Autobiographical Sketch. Each student has completed and may discuss his outline for an Autobiography. (Appendix)

---Interest Slides. The teacher presents a series of slides of men and women engaged in different occupations in the ten different interest areas of the Kuder Interest Test. The students discuss the interests of these people and relate those interests to their own.

Some Discussion Questions:

1. What is an interest? An ability? A value? Give examples.

2. How have you changed since elementary school? Are your interests and values different now than they were then? Will they continue to change ? How do you know?

3. Have certain people or circumstances influenced you in your lives? Why?

4. Do you have outdoor interests? Mechanical? Computational? Scientific? Persuasive? Artistic? Literary? Musical? Social Service? Clerical? What do these mean?

Class 4

Objectives:

---Understand that a person must be aware of his own abilities, limitations, and achievements to make realistic decisions about occupational interests and goals.

Methods:

---Conference with Guidance Counselors.

---Discussion about Self-Appraisal Charts (Appendix)

Some Discussion Questions:

1. What tests do guidance counselors use? How significant are they?
2. What are my abilities? How can I find out about my aptitudes? How can I improve?
3. What are my personality traits? Where can I improve?

Resources:

---Guidance Counselors, Junior High, Miss Penny Southwick and Mr. Tucker.

Classes 5 and 6

Objectives:

---Understand what it is an individual needs to know about an occupation before selecting it as a possible choice.

---understand that there are different groups related occupations. Within each field there are many levels, professional through unskilled.

Methods:

---Occupations Game B. (This game is also fully explained in the complete curriculum for the pilot program.)

---Filmstrip, "Preparing for Jobs of the 70's". Guidance Associates.

---Introduction to the Occupational Outlook Handbook and the Chronicle Guidance Occupational Briefs.

Discussion and decisions about each student's choice of occupation to observe.

Some Discussion Questions:

1. Where can I find out about the preparation necessary for different occupations?

2. Where can I find out about the responsibilities of certain workers? The earnings? The hours? The employment outlook? What do we mean by employment outlook?

3. What factors influence the employment outlook?

4. What is the employment outlook for the '70's? Will it change?

Class 7

Objectives:

Understand what it is an individual should know about an occupation before selecting it as his occupational choice.

Understand that education and work are interrelated.

Understand that parttime and summer employment and volunteer work are very important parts of the occupational exploration process.

Methods:

Discussion of High School Curriculum. The teacher explains the high school curriculum guide and points out the courses which may be helpful for students with different career goals. (Appendix). For example, a student who is interested in becoming a music teacher could take the following courses: Music Theory, Music Appreciation, Music History, Chorus, and Band.

Discussion of employment opportunities in the area. The teacher explains how the student can go about getting a job in this area. She can mention various institutions or agencies which have requested volunteer help, too. (Appendix).

Discussion of the Job Description Outlines. The teacher explains these outlines to the students. They are held responsible for completing them after each observation. (Appendix).

APPENDIX 11

APPENDIX 11

OCCUPATIONAL GAME B

Five transparencies are available to the teacher to be used for this game.

1. CHARACTERISTICS OF JOBS
   SALARY: Between $8,400 and $10,000 a year.

2. SALARY,
   EMPLOYMENT OUTLOOK: Good

3. SALARY, EMPLOYMENT OUTLOOK,
   WORKING SITUATION: Some clerical work, some driving, some hazardous work, direct other people, work mostly alone, help people when they're in trouble, make people obey, take risks, make your own decisions, follow orders too.

4. SALARY, EMPLOYMENT OUTLOOK, WORKING SITUATIONS,
   HOURS: 40 hour work week, but possibly working at night, during the day, on holidays and weekends, also subject to emergency calls at any time.
   TOOLS AND EQUIPMENT: Uniforms and equipment provided

5. SALARY, EMPLOYMENT OUTLOOK, WORKING SITUATIONS, HOURS, TOOLS AND EQUIPMENT,
   PREPARATION: High school education, competitive exams, 21 years of age, 12 weeks of formal training, strict physical, mental and moral requirements.

APPENDIX 12

FILMS

Chocolate Crossroads of the World. 27 min. Color. #2435, Free. Here is the engrossing history and origin of chocolate. The film visits Hershey, Pa. with children from foreign countries which supply raw materials, and shows how chocolate products are made.
Modern Talking Picture Service, Inc.
230 Boylston Street--Chestnut Hill
Boston, Massachusetts 02167

Horizons Unlimited. 28 min. Color. #3033. Free. Modern Talking Picture Service, Inc. (MTPS) This film depicts, in semi-documentary style, careers in rehabilitation, social work, medical technology, dietetics, and other professional careers in hospitals as well as medical office work. Produced by the American Medical Association.

Inheritance, The. $3.00. Audio-Visual Center
Education Bldg.
University of Maine
Orono, Maine 04473

This film presents a view of America as seen through the eyes of its working people. Uses still photographs as well as silent film and newsreel footage, accompanied by folk songs and popular music to show conditions since 1900 found in the sweat shops, coal mines, and weaving mills.

Listen, Listen. 18 min. Color. Free. From:
Ford Film Library
The American Road
Dearborn, Michigan 48121

An unusual and highly symbolic motion picture produced especially for high school students. It has but one objective: to motivate viewers to think how they will live their lives. The film employs a documentary style to show real people enjoying fulfilled lives. The underlying theme emphasizes that young people should stay in school at least through high school.

The Managerial Revolution. 26 min. Black and White. Available from:
Assoc.-Sterling Films
324 Delaware Ave.
Oakmont, Penn. 15139

No Reason To Stay. 29 min. sound, black and white, 1966. Free. Available from:

Films cont.

Metro Educational Services Center
Capital Region Education Council
Windsor, Connecticut

Presents the problem of a school dropout and good reasons for staying in school. Urges the school to offer the challenge wich would encourage the student to complete his education.

Primitive Man in Our World. 12 min. Color. $3.50. Available from: The University of Maine. Shows the basic pattern of primitive life as it still exists in the Sepik River region of New Guinea in the South Pacific. Here is a self-sufficient people living in a world almost untouched by modern civilization. The film depicts the daily lives of these people, showing how the jungle furnishes them with food, clothing, shelter, and transportation.

Progress Parade No. 14. 13 min. $1.25. Available from the University of Maine. Invisible Force: Contrast from primitive to modern times in industry, transportation and agriculture.

That the People Shall Know. 21 min. #2870. Free from NTPS. Six top journalists describe their careers in the vital field of communications and opportunities, excitement and challenges the field offers. Narrated by Walter Cronkite, the film discusses newspaper, broadcast and magazine journalism and America's growing communications industry.

Without Warning. 15 min. Sound, Color. $1.00. Available from
Audio-Visual Center
University of Connecticut
Storrs, Connecticut

The story of a disaster and the people serving those who need help in time of crisis. Presents the health professions and the career opportunities available in the health field.

Year 1999. 26 min. Color. Available for free from the Ford Film Library. This colorful motion picture explores the wonders of an almost totally controlled environment in the house of tomorrow---built from todays technology. Meals are cooked in seconds, the family's health is monitored electronically and learning becomes a pleasure for the children of this futuristic world.

SLIDES

U. S. Dept. Of Labor, Bureau of Labor Statistics has a set of 40 slides for $10.00 a set. The set is called "Jobs for the '70's" and shows today's occupational compostion and the changes ahead in the decade of the'70's. Included are charts on such topics as current employment by occupation and industry; the effect of technology on jobs; fields of work that look especially promising, changing educational and training requirements. The set is available from the Bureau of Labor Statistics Regional Office nearest us (Boston).

APPEN DIX 13

Job Discription Form

Job Title _____ Job Cluster _____

Company or Firm _____ Department _____

Job Duties

_____

_____

_____

_____

_____

Working Conditions

_____

_____

_____

_____

_____

Qualifications

_____

_____

_____

_____

_____

General Skills:

Mathematics:

	Check
Below Average Acceptable	
Average	
Above Average	
_____	

Communications:

_____

A. Reading-

Needs to read simple instructions	___
Needs to read complex instructions	___
Below Average Acceptable	___
Average	___
Above Average	___

B. Writing-

Below Average Acceptable	___
Average	___
Above Average	___

C. Speach-

Will accept non-English speaking	___
Below Average Acceptable	___
Average	___
Above Average	___

D. Listening-

Needs to follow simple instructions	___
Needs to follow complex instructions	___

PHYSICAL

Will accept with handicap	___
Needs some degree of dexterity	___
Average dexterity	___
Above average dexterity	___
Physical strength needed	___
Eyesight requirements (20/20)	___

AGE

What are the upper and lower age limits for entrance and retirement?_____

SEX

Is this predominantly a male or female occupation? Are there reasonable opportunities for both? Is there any more active demand for one than for the other?_____

_____

_____

_____

HEIGHT AND WEIGHT

Are there any minimum or maximum requirements? What are they?

TOOLS AND EQUIPMENT

Must these be supplied by the worker at his own expense, as a physician must equip his office? What is the average cost?

LEGAL REQUIREMENTS

Is a license or certificate required? Where and how does one get a statement of the requirements? In general, what are they?

PREPARATION

How much and what kind of preparation is required to meet legal requirements and employers' standards?

How long does it take? What does it cost? What does it include?

Where can one get a list of approved schools?

PREPARATION (cont.)

What kind of high school or college program should precede entrance into the professional school? What subjects must or should be chosen?_____

_____

_____

_____

What provisions, if any, are made for apprenticeship or other training on the job?_____

_____

_____

Is experience of some kind prerequisite to entrance? Describe.

_____

_____

_____

_____

ENTRANCE

How does one get his first job? By taking an examination? By applying to employers? By joining a union? By registering with employment agencies? By saving to acquire capital and opening his own business? How much capital is required?_____

_____

_____

_____

State types of places in which the worker may find employment.

_____

_____

ADVANCEMENT

What proportion of workers advance? To what? After how long and after what additional preparation or experience?_____

ADVANCEMENT (cont.)

What are the related occupations to which this may lead, if any?_____

_____

EARNINGS

What are the most dependable average figures you can find on earnings by week, month or year?_____

_____

NUMBER AND DISTRIBUTION OF WORKERS

According to the U.S. census, how many were employed at this occupation?_____

_____

Are the workers evenly distributed over the U.S. or concentrated in certain areas? Where? Why?_____

_____

_____

_____

Can a person practive this occupation anywhere that he may wish to live?_____

_____

ADVANTAGES AND DISADVANTAGES

List what workers say they like best and dislike most about their jobs._____

_____

_____

_____

Are hours regular or irregular, long or short? Is there frequent overtime or night work? Sunday and holiday work?_____

_____

_____

Advantages and Disadvantages (cont.)

What about vacations? _____

_____

Is employment steady, seasonal, or irregular? Does one earn more or less with advancing age, e.g. professional athletes? Is the working lifetime shorter than average, e.g. models? _____

_____

_____

Are the skills transferable to other occupations? _____

_____

Is the work hazardous? What about accidents, occupational diseases? _____

_____

_____

Is the worker exposed to:

Vibrations	High places	Explosives
Mechanical hazards	Danger of burns	Radiant energy
Moving objects	Electrical hazards	Toxic conditions

_____

_____

In comparison with other occupations requiring about the same level of ability and training, in what ways is this one more or less attractive? _____

_____

RELATED OCCUPATIONS

What are the related occupations that might prove acceptable to the person who thought he wanted to enter this one but who finds either himself or the occupation lacking something? _____

_____

SOURCES OF FURTHER INFORMATION

Names and addresses of major professional associations and other organizations from which you got or can get helpful information? ___

_____

_____

APPENDIX 14

OCCUPATIONAL GAME A

Eight transparencies are available for the teacher for this game.

1. CHARACTERISTICS OF PERSON
   NAME: john fitzgerald

2. NAME,
   AGE: 14

3. NAME, AGE,
   HEIGHT: 6' tall
   WEIGHT: 190 lbs.
   COLOR OF EYES: brown
   COLOR OF HAIR: brown

4. NAME, AGE, PHYSICAL CHARACTERISITCS,
   FATHER'S OCCUPATION: Foreman in a trucking company

5. NAME, AGE, PHYSICAL CHARACTERISTICS, FATHER'S OCCUPATION,
   INTERESTS: Working on cars, tinkering with machines, reading.

6. NAME, AGE, PHYSICAL CHARACTERISTICS, FATHER'S OCCUPATION, INTERESTS,
   VALUES--GOALS: To help people, to be successful

7. NAME, AGE, PHYSICAL CHARACTERISITCS, FATHER's OCCUPATI ON, INTERESTS, VALUES--GOALS
   HEALTH: John is crippled in both legs and cannot walk

8. NAME, AGE, PHYSICAL CHARACTERISTICS, FATHER'S OCCUPATION, INTERESTS, VALUES--GOALS, HEALTH,
   ABILITIES: Achievement---John has superior mechanical and scientific and computational ability and has achieved very many scholastic awards in junior high.

APPENDIX 15

[illegible] AN AUTOBIOGRAPHY

I. Your Family

Your date of birth_____ Place of birth_____ Present Grade_____
Address_____ Phone_____

Father's occupation_____
Father's education (circle last year completed) -
[illegible]th grade or less; 5; 6; 7; 8; 9; 10; 11; 12;
college--1, 2, 3, 4, 5, or more

Mother's occupation_____
Mother's education (circle last year completed) -
[illegible]th grade or less; 5; 6; 7; 8; 9; 10; 11; 12;
college--1, 2, 3, 4, 5, or more

Brothers and sisters

Name	Age	Last grade completed	Occupation
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____

Other people living in your home

_____ _____ _____
Name Relationship

II. Your Health

Height_____ Weight_____ Color of eyes_____ Color of hair_____

Physical handicaps or disabilities_____
_____

Illnesses you have had_____
_____

Special health problems which concern you_____
_____

School attendance (check the statement which most nearly describes your attendance record during the last two years.)

Grade 7: less than 10 days absent; ___11-20; ___ more than 20

Grade 8; less than 10 days absent; ___11-20; ___more than 20

III. Your School Progress

Other school you have attended

Name	Location	Grades
_____	_____	_____
_____	_____	_____
_____	_____	_____

Grades skipped _____ Grades repeated _____

Favorite subjects _____

Where do you study at home? _____

Outside lessons or study (instrument, piano, dancing, art, etc.)

_____

Are you planning to finish high school? _____

Are you planning to attend college? _____

If not, do you plan to secure some kind of training after high school?
What kind? _____

IV. Your Interests, Activities, and Hobbies

School organizations in which you have participated _____

_____

_____

Community organizations (church, civic, youth, etc.) _____

_____

List your hobbies here

_____ _____

_____ _____

_____ _____

_____ _____

What are your favorite pastimes (reading, sports, movies, television, etc.)?

_____ _____

_____ _____

_____ _____

List all the occupations in which you have been interested at one time or another

My interests as a child _____

_____ _____

My interests 2 years ago _____

_____ _____

My interests now _____

_____

What duties and responsibilities do you have at home? _____

_____

_____

Work experience (Saturdays, summers, after school)

Description of the work	Employed by
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

VI. PERSONAL ACCOMPLISHMENTS AND UNUSUAL EXPERIENCES

What honors or awards, if any, have you received?_____

_____

_____

What offices, if any, have you held in school and community activties?

_____

_____

Describe any unusual or interesting experiences you have had.

_____

_____

_____

_____

_____

GOALS AND VALUES

What is your life goal (goals)? What would make you happy?

1. To be wealthy
2. To have adventure
3. To have a family
4. To have knowledge
5. To give service to others
6. To be a leader
7. To be secure
8. To be successful in your work
9. To have power

How do you plan to reach these goals?

_____

_____

_____

_____

_____

APPENDIX 16

APPRAISAL SHEET IN MATHEMATICS

Name of student _____ Date _____ Teacher reporting _____

I. Work Habits and Study Skills

Habit or skill	Poor	Good	Very good	Improving	Needs help
Mathematics Vocabulary					
Mastery of Basic Math Skills					
Understanding of math concepts					
Accuracy of work					
Use of math instruments					
Procedures in problem solving situations					
Development of general study skills					
Methods of study					
Preparation of assignments outside of class					

II. Attitudes Toward Course

A. General attitude twoard math _____

_____

Effort in math _____

_____

Participation in math class _____

_____

B. Main areas of interest

_____fundamental processes _____measurement _____geometric forms

_____decimals _____graphs _____others

_____fractions _____consumer problems _____

_____percentages _____intro to algebra

C. Personal characteristicsshown in course work (Check)

_____curiosity _____initiative _____dependability

_____perseverance _____patience _____others

_____objectivity _____industriousness _____

_____ neatness _____self-reliance _____

III. Progress and Abilities

A. General Progress

_____poor ____below average _____average ____above average

_____excellent

Is progress in keeping with ability? _____

B. Special abilities (Check)

_____quantitative ability _____speed and accuracy with numbers

_____spatial visualization _____ability to solve verbal problems

_____reasoning ability _____memory

_____interpretive abilities (graphs etc.) _____others

C. Special problems _____

_____ _____ _____

IV. Recommendations for High School

A. Check the courses which the student should consider taking in high school.

_____elementary algebra _____plane geometry _____general math

_____intermediate algebra _____trigonometry _____consumer math

_____advanced algebra _____solid geometry

B. Comments _____

_____ _____

V. PossibleCareers (list any careers in math or related occupations which the student might consider)

_____ _____ _____

_____ _____

Self-Appraisal

I. Abilities

A. Mental Abilities

1. Language. Language ability enables you to understand ideas expressed in words. People who are able to obtain and understand information by reading rapidly and well and by listening are high in this ability.

2. Quantitative. This is the ability to work with numbers-to handle simple mathematical problems rapidly and accurately. It is one of the a abilities that is easiest to explain and demonstrate.

B. Others

1. Artistic. The ability to create, usually with hands, and to sense the appropriateness or fitness of things

2. Musical. The ability to sense pitch, rhythm, and time.

3. Manual dexterity. The ability to use the fingers and hands skillfully

4. Mechanical. The ability to understand understand mechanical objects and visualize their construction, and to use mechanical information.

5. Social. The ability to work cooperatively with others, to help and understand others.

6. Clerical. The ability to work rapidly and accurately with details, names, etc.

7. Physical. The ability to do things requiring strength, coordination, and endurance.

8. Leadership. The ability to manage, direct, or persuade other people at work and play.

APPENDIX 18

EDUCATIONAL PLANS

The fifty Junior High School students interviewed in April were interested in a total of 24 different occupations. I found many related courses in the high school curriculum which would be helpful to the students. If the teacher explains some of the following examples to the students they may appreciate the wealth of educational opportunities available to them a little more.

ART

Professional Musician:	Music Appreciation Music Theory Music History Concert Band Instrumental Ensembles
Architecture:	Drawing and Painting Crafts Design Art Major II, III, IV Introductory Architectural Drafting Advanced Drafting Techniques

COUNSELING AND SOCIAL WORK

Social Work:	Social Psychology Psychology II Individual Service Statistics
Guidance:	Same as above

CRAFTS

Carpenter:	Carpentry Woodworking for Pleasure Woodworking Woodworking---Cabinet Making
Plumber:	Home Repair and Maintenance
Forest Ranger:	Ecology Botany
Fire Fighter:	Individual Service

Educational Plans cont.

Lawn Service:	Limited Automotive and Small Engine
EDUCATION AND TRAINING	
Teaching:	Cadet Teaching
Pilot:	Limited Automotive and Small Engine
ENGINEERING	
Electrical Engineer	Introduction to Electrical Drafting
Electrician:	Same as above
ENTERTAINMENT	
Singer:	Music Theory Music Appreciation Music History Adv. Chorus
Pro-Boxer:	Conditioning Programs Wrestling
Basketball:	Basketball
Football:	Football
LAW AND LAW ENFORCEMENT	
Politician:	Individual Service Economics Politics of the Presidency in the 20th Century Urban Law Other history courses
Lawyer:	Individual Service Same as above
Police Work:	Mostly that of the above
MACHINE WORK	
Heavy Equipment operator:	Know Your Automobile Limited Automotive

And so on and so on.

APPENDIX 19

ATTENTION VOLUNTEERS:

INNER CITY EXCHANGE

175 Enfield St.
Hartford, Connecticut

Contact: Larry Woods, 522-8131

Program: Volunteers can design own flexible program. Needs in areas of arts, crafts and other activities for children 3-10 as well as program for teenagers.
Time: 9 A.M. to 4:30 P.M. 1:30 to 4:30 7:00 to 8:30

St. MARY'S HOME (Elderly)

291 Steel Rd.
West Hartford, Connecticut

Contact: Sister Cabrini, 236-1294
Program: Visiting, wheeling patients, recreation
Time: 10:30 to 11:30A.M. 1:30 to 4:30 7:00 to 8:30

CHILD AND FAMILY SERVICES

1680 Albany AVe.
Hartford, Connecticut

Contact: Mrs. Johnson, 236-4511
Program: Variety of possibilities, age 17 minimum
Time: Flexible

HARTFORD REGIONAL CENTER (Newington)

Contact: Mrs. Cathy Young, 666-1471
Program: Working with all ages of mentally retarded 3 months to 52 years. Age 15 minimum for volunteers. Orientation and supervision. Recreation, Helping in classrooms.
Time: Open.

BREAKTHROUGH TO THE AGING

30 High St.
Hartford, Connecticut
Contact: Douglas Beals, 247-9081
Program: Volunteers working on person-to-person basis with elderly. Eight hour training program on aging.
Time: Afternoons

Volunteers cont.

CHILDREN'S MUSEUM

Troutbrook Dr.
West Hartford, Connecticut

Contact: Terry Gaudette, 236-2961
Program: Tours---social science and natural history
Time: Tours 9 to 2 daily every half hour in length

CONNECTICUT EARTH ACTION

70 North Beacon St.
H artford, Connecticut

Contact: Toby Moffett, 527-9178
Program: Consumer research, environmental, paper recycling.
Time: Flexible

THE SCHOOL VOLUNTEER ASSOCIATION

18 Asylum St.
Hartford, Connecticut

Contact: Miss Louise Leonard, 522-9285
Program: Tutoring in Hartford schools
Time: Mornings and afternoons

GRIFFIN'S NURSERY

21 Dale ST.
Bloomfield, Connecticut

Contact: Mr. and Mrs. Griffin, 242-6097
Program: Working with small groups of children in day care
Time: Afternoons

FINAL NOTES

--The list of agencies which need volunteers was provided by the Voluntary Action Group.

--Appendix 17 was omitted at the last moment because it was not really necessary.

--The Appraisal Charts in English and Math are almost exact copies of those suggested in SRA's booklet, My Educational Plans, and should be used only as a guide for teachers. The Interest Chart has been omitted as it is quite simple for the teacher to develop her own, using the ten Kuder Interest Areas.

II. General Skills-Achievement

A. Mathematics

1. Computation-ability to use the basic arithmetic processes, such as addition, Multiplication, subtraction, and division.

2. Reasoning-understanding and applying the fundamental processes of arithmetic to the solution of arithmetical problems.

B. Reading Skills

1. Oral-reading aloud for the entertainment of others, for self-enjoyment or for practice in expression.

2. Silent-reading to yourself for pleasure or for information.

3. Comprehension--understanding what your reading

4. Vocabulary development--recognizing words and learning new words and their meanings

5. Speed--rapidity with which you read

C. Language Arts

1. Grammar--knowing how to use the correct forms of the English language

2. Punctuation--knowing when and how to capitalize, use periods, and commas, begin a paragraph, and so on

3. Spelling--knowing how to spell words correctly

4. Vocabulary--knowing the meanings of words and how to use them

5. Organization and Outlining

APPRAISAL SHEET IN ENGLISH AND SPEECH

Name of student_____ Date_____ Teacher reporting _____

I. WORK HABITS AND STUDY SKILLS

Habit or skill	Poor	Good	Very good	Improving	Needs helps
Development of reading skills					
Extent of outside reading					
Knowledge of library organization					
Use of reference tools					
Research techniques					
Planning of work					
Development of general study skills					
Preparation of assignments outside of class					

II. ATTITUDES TOWARD COURSE

A. General attitude toward English_____

Effort in English_____

Participation in English class_____

B. Main areas of interest

___ all areas
___ reading
___ writing
___ group discussion
___ vocabulary
___ literature
___ spelling
___ research
___ grammar
___ speech
___ dramatization
_____

C. Areas of reading interest

___ mystery
___ mechanics
___ drama
___ career
___ poetry
___ biography
___ science
___ essay
___ fiction (novel and short story)
___ sports
___ others (specify)_____

D. Personal characteristics shown in course work (check those evidenced by the student; double check any which are particularly strong)

___ neatness
___ creativity
___ cooperativeness
___ curiosity
___ originality
___ sense of humor
___ industriousness
___ poise
___ others (specify)_____

Please comment on any areas which could use some improvement_____.

III. PROGRESS AND ABILITIES

A. General progress

____poor ____below average ____average ____above average ____excellent

Is progress in keeping with ability? _____yes _____no

Comments on progress rating _____

B. Special abilities (check those which apply to the student; double check any which are worthy of special note)

__reading comprehension
__spelling ability
__ability to organize and lead group activities
__language ability (verbal fluency)
__ability to express ideas in writing
__ability to use correct grammar, vocabulary, etc.
__dramatics ability
__effective use of voice
__ability to express ideas orally
__others (specify) _____

C. Special problems _____

IV. RECOMMENDATIONS FOR HIGH SCHOOL

A. Check the courses which the student should consider taking in high school; double check any for which the student has high potential

____English 1,2,3,4
____creative writing
____American literature
____SPEECH
____radio workshop
_____
____journalism
____dramatics
_____

B. Comments _____

V. POSSIBLE CAREERS (List any careers in English or related occupations which the student might consider)

_____ _____

_____ _____

_____ _____

VI. FOLLOW-UP INFORMATION (record any additional pertinent information obtained during the remaining high school years)

_____ _____

_____

_____

Students Self-Appraisal

I. Abilities	High	Average	Low
A. Mental Abilities			
1. Language			
2. Quantitative			
B. Others			
1. Artistic			
2. Musical			
3. Manual dexterity			
4. Mechanical			
5. Social			
6. Clerical			
7. Physical			
8. Leadership			

II. General Skills--Achievement			
A. Mathematics			
1. Computation			
2. Reasoning			
B. Reading Skills			
1. Oral Reading			
2. Silent Reading			
3. Comprehension			
4. Vocabulary Development			
5. Speed			
C. Language Arts			
1. Grammar			
2. Punctuation			
3. Spelling			
4. Vocabulary			
5. Organization and Outlining			

III. Personal Characteristics (Check the characteristics which describe you)

___ cooperative in class
___ self-reliant
___ dependable
___ alert
___ hard-working
___ thoughtful of others
___ neat
___ thorough
___ responsible
___ courteous
___ friendly to classmates